***Franklin Public Schools***

***Literacy – Detailed Assessment Info STARTING POINT Grade K***

General Info

* This information is meant as background information to provide more in-depth information on assessment and scoring for the Grade K report card.
* In a nutshell, whenever the Teacher’s Manual (*Making Meaning; Making Meaning Vocabulary;* or *Being A Writer),* you will have a rubric to use from among the assessment handouts to assign a rating. The rubrics can be used informally for formative purposes and for communicating with students and parents or can be used for determining ratings on the report card.
* The purpose of all of the assessment handouts is to provide guidance and suggestions (a “road map”) for teachers to use as they implement the elementary literacy curriculum/program.
* The assessment materials that are posted on the Academy Wiki (and will later be posted in *Eclipse*) are meant to be a starting point for the 2011-12 school year. Changes will be made based on teachers’ feedback and ideas as they become more familiar with the programs and materials.
* The assessment materials are either directly from the Developmental Studies Center (DSC) materials, use the language from the materials, and/or are rubrics that are easier to use and are arguably more useful than those provided in the DSC materials.
* The assessment materials represent an alignment among the DSC activities, the suggested and required assessments, and the revised report card categories.
* There is only *required* assessments for all students to experience:

-Individual Running Records (Rigby Benchmark Kits).

The rubrics that are provided for Reading, Writing, and Vocabulary are handy, aligned with the language of the DSC materials and recommended, but can be used at teachers’ discretion.

Use of Reading Strategies

* Each student is to an effort rating (1, 2, 3), and Skills and Concepts ratings (+, \*, /) in the sub-categories each quarter. (Note that the na code definition was changed to “Not Assessed,” providing flexibility, depending on the pacing of the new program.)
* The *Making Meaning* Teacher’s Manual prompts teachers to assess students’ use of reading strategies throughout the program. Even though the manual suggests that the observations to be done for assessments are for the class or for small groups of students, the DSC consultants said it is ok to use these for individual students as well.
* In addition to the observations/assessments stated in the Teacher’s Manual, the Reading Rubrics that are provided can come in handy. You can share the rubrics with students and use them informally as a guide for notes that you might take on reading behaviors. The rubrics clarifiy expectations and provides you as the teacher with a way to communicate with students informally about how to get to the next level.
* For any of the new reading comprehension skills, it is also appropriate to use observational checklists.
* For anything dealing with book handling skills: Current Concepts of Print Assessment
* For anything dealing with letter identification, letter sounds, beginning and ending consonants, rhyming, and indentifying/manipulating small units of sound, it is appropriate to use the Current Phonemic Awareness Inventory.
* Another way to assess reading is through the use of the Individual Running Records. The use of these assessments is required for all students to experience.

Use of Writing Strategies

* Each student is to receive an effort rating (1, 2, 3), and Skills and Concepts ratings (+, \*, /) in the sub-categories each quarter.
* The *Being A Writer* Teacher’s Manual prompts teachers to assess the effectiveness of students’ use of writing skills with “Class Assessment Notes.”
* The Enhanced Writing Rubric can be used to evaluate students’ writing for Ideas, Conventions, and Ideas/Presentation. Teachers may determine how often they would use the rubric during a quarter. Two times is reasonable, but it is also up to the individual teacher.

Speaking & Listening

* Each student is to receive a Skills & Concepts rating (+,\*, /) in the sub-categories. Some of the assessment prompts in the *Making Meaning* are related to “Social Skills,” and many of these align well with Speaking & Listening categories.
* Use observational checklists.

Units By Quarters

* The “Units By Quarters” handout is being provided as a starting point for pacing in *Making Meaning* and *Being A Writer*. It will be helpful in planning as it gives an idea of how much of the program might be implemented in each grading period.
* The units are laid out so that they are, in most cases, completed during a given quarter. However, as we move ahead and completing a unit in one quarter doesn’t work, it is ok to start a unit in one grading period, but complete it in another grading period.
* The following principles were followed in laying out the units by quarters (per discussions with DSC staff/trainers):

*Making Meaning*: Keep the units in the original sequence because they build on

each other.

Preserve Units 1 and 2 and implement them fully, as the procedures

that students learn are used throughout the program. There are to

be no compromises on this. Several teachers who have experience

with the workshop model supported this.

Another reason for keeping the *MM* units in the original sequence is

that the *Making Meaning Vocabulary* program sequence is tied to it.

*Being A Writer*: The sequence of these units can be changed as long as

Units 1 and 2 are done in the beginning and are implemented fully.

Parent Communication

* Parents will be provided with a Literacy Parent Information sheet each quarter. It will be posted on the district and school website. It is a two-column sheet that has a description of the workshop model on one side and the names of the units of study or areas of emphasis for the quarter on the other side.
* Details like the change in the defnition of “na” and other information can be provided.
* Appropriate communication by principals at Back to School activities and other communication situations will be provided to help parents understand that we are implementing an exciting new literacy program.

Rationale/Premise/Direction for the Literacy Assessment Starting Point

* Ratings should represent students’ learning.
* The assessment materials represent an alignment among the DSC activities, the suggested and required assessment, and the revised report card categories.
* The assessment materials that are posted on the Academy Wiki (and will later be posted in *Eclipse*) are meant to be a starting point for the 2011-12 school year. Changes will be made based on teachers’ feedback and ideas as they become more familiar with the programs and materials.
* The materials and suggestions in the assessment system starting point are meant to have an emphasis on manageability from the teacher’s point of view. The materials are meant to be a support for the implementation, to help organize the work, and provide options for teachers in how they determine ratings. At the same time the rubrics that are provided can also be used formatively for instructional purposes.
* The best referencing system for grades is content-specific; a criterion-referenced approach, and this assessment system starting point is based directly on the concepts and skills of the *DSC* and *Sitton Spelling* programs.
* There are powerful benefits of using rubrics:

•For teaching: Useful for giving clear, high quality feedback

•For teaching: Useful in fashioning next steps for students to take

•For teaching: Useful for showing a student the relationship of her/his academic performance in relation to a target or higher level of performance.

•For teaching: Provides more accurate description of what a student is learning.

•For teaching: Clarity of expectations

* Rubrics encourage teachers to consider information within and across items; the point method does not. When using a rubric, teachers tend to consider multiple items as a set, rather than individually. When viewed as a set, the items provide more information than when viewed individually.

* Research:

-Rubric scoring has been shown to have a higher correlation to outside standardized test scores than “points” scoring. (Marzano, 2000; Wright & Wise, 1998; O’Donnell & Woolfork, 1999; Wiggins,1995; Guskey, 1996b; Ornstein, 1994).

-There is a higher correlation between rubric scores and outside testing results than between grades and outside testing results (Wright & Wise, 1998).

-The use of rubrics contribute student achievment (Wilburn & Phelps, 1983; Fuchs & Fuchs, 1986)

* In summary, the assessment system starting point is meant to meet the following criteria:

•Balance (manageability and more accurate, descriptive evaluation and grading).

•Alignment from/to EKS, materials, activities, assessments, evaluation, grading, communication w/parents.

•Based in the curriculum (criterion- referenced).

•Adheres to the Assessment Principles.

•Compares student understanding and skills to targets/standards.

•Balance between reliability and validity.

•Has maximum opportunity to contribute to student achievement.

* For questions, comments, suggestions for improvement, contact Mike Zellmer or your principal.